

# No Child Left Behind

## **Companion Document to the Administrative Manual for the Consolidated Federal Programs**

Title I, Part A—Improving the Academic Achievement of the Disadvantaged  
Schoolwide Programs

Title I, Part C—Migrant Education Program

Title I, Part D—Prevention and Intervention Programs for Children  
and Youth Who Are Neglected, Delinquent, or At-Risk

Title II, Part A—Teacher and Principal Training and Recruiting Fund

Title II, Part D—Enhancing Education Through Technology

Title III—Instruction for Limited English Proficient and Immigrant Students

Title IV, Part A—Safe and Drug-Free Schools and Communities

Title V, Part A (formerly Title VI )—Innovative Programs

Title VI, Part A, Subpart 2—Funding Transferability

Title VI, Part B— Rural Education Initiative

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## About this Document

**T**he No Child Left Behind Act of 2001 (Public Law 107-110), signed by President Bush on January 8, 2002, reauthorizes and amends federal education programs established under the Elementary and Secondary Education Act of 1965. The highlights of this Act are summarized here in this companion document to the Administrative Manual for the Consolidated Federal Programs. It serves as a concise informational tool that relates the impact of the law on the programs administered by the Federal Grants Management Section at the Missouri Department of Elementary and Secondary Education (DESE) and should be useful as districts plan for next year.



Although the Federal Programs Unit at DESE has exercised caution in reading and interpreting the new law, local school districts should be aware that many ambiguities remain, and this

law, as always, is subject to interpretation by the U.S. Department of Education through regulations and guidance.

After reviewing the new law and writing guidance to assist Missouri schools, our Grants Management Section will be working on a new Federal Programs Manual to be distributed prior to the 2003-2004 school year. In the meantime, please use this companion document with the current manual. We also advise district personnel to regularly visit the Federal Programs website for updates and changes: [www.dese.state.mo.us/divimprove/fedprog](http://www.dese.state.mo.us/divimprove/fedprog). Federal Programs Coordinators are also urged to subscribe to the Federal Programs listserv.

## For More Information

Missouri Department of Elementary and Secondary Education  
[www.dese.state.mo.us/divimprove/fedprog](http://www.dese.state.mo.us/divimprove/fedprog)

United States Department of Education  
[www.ed.gov](http://www.ed.gov)

No Child Left Behind  
[www.ed.gov/offices/OESE/esea/index.html](http://www.ed.gov/offices/OESE/esea/index.html)

Manual for the Consolidated Federal Programs  
<http://www.dese.state.mo.us/divimprove/fedprog/grantmgmnt/manual.html>

# Summary of Program Changes

## Title I, Part A

### Qualifications of Teachers

A school district receiving Title I, Part A funds must ensure that all teachers teaching in a Title I, Part A Program hired after the first day of the school year **2002-2003** are "highly qualified." Teachers hired prior to the first day of school year 2002-2003 must meet the definition of highly qualified by the end of 2005-2006. A definition for a highly qualified teacher can be found in the final section of this document. **Any** teacher currently teaching in the core academic subjects that is not fully certified must be certified by the end of the 2005-2006 school year.

### Qualifications of Paraprofessionals

Any paraprofessional hired after January 8, 2002, and working in a Title I, Part A program must have a secondary school diploma or its recognized equivalent (GED) and meet one of the following qualifications:

- completed at least two years of study at an institution of higher education;
- obtained an associate's (or higher) degree; or
- met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment—
  - \* knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or
  - \* knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

Exception: These qualifications do not apply to a paraprofessional whose primary responsibility is to serve as a translator or whose duties consist solely of conducting parental involvement activities under Title I, Part A. All paraprofessionals hired by the district before January 8, 2002, and working in a Title I, Part A Program must have a second-

ary school diploma or its recognized equivalent (GED) and, **not later than four years** after the date of enactment (January 8, 2002), meet the qualifications listed above.

### Parents Right to Know

At the beginning of each school year, districts must notify the parents of each student attending any school receiving Title I funds that they may request information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

- whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;
- whether the child is provided services by paraprofessionals and, if so, their qualifications; and
- what baccalaureate degree major and any other graduate certification or degree is held by the teacher, and the field of discipline of the certification or degree.

In addition to the information that parents may request, districts must provide to each individual parent:

- information on achievement level of the parent's child in each of the state academic assessments as required under this part; and
- timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

Requests by parents for this information must be provided in a timely manner.

The notice and information provided under the Parents' Right to Know requirements must be in an

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understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The Grants Management Section has developed suggested wording that can be provided to parents at the beginning of each school year. That wording can be found at the Grants Management website.

## Schoolwide Programs

### Eligibility

To be eligible to operate a schoolwide program, the percentage of low-income children in Title I schools must be at least 40 percent. This is a reduction from 50 percent.

### Components of a Schoolwide Program

A schoolwide program shall include the following components:

1. A comprehensive needs assessment of the entire school based on information about the achievement of children in relation to the Show-Me Standards.
2. Schoolwide reform strategies that –
  - provide opportunities for all children to meet the proficient and advanced levels of student achievement on the state assessment;
  - use effective methods and instructional strategies based on scientifically-based research that --
    - \* strengthen the core academic program;
    - \* help provide an enriched and accelerated curriculum and increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs;
    - \* include strategies for meeting the educational needs of historically underserved populations.
  - include strategies to address the needs of all children, particularly low-achieving children and those at risk of not meeting the Show-Me Standards, which may include –
    - \* counseling, mentoring, and pupil services;
    - \* college and career awareness;
    - \* integration of vocational and technical education programs;
    - \* address how the school will determine if such needs have been met;
- are consistent with and designed to implement the Comprehensive School Improvement Plan (CSIP).
3. Instruction by highly qualified teachers.
4. Ongoing professional development for teachers, principals and paraprofessionals, and, where appropriate, noninstructional staff and parents, to enable all children to meet the Show-Me Standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.
8. Measures including teachers in decisions regarding the use of academic assessments to improve individual student achievement and the overall instructional program.
9. Activities to ensure that students experiencing difficulty mastering any of the Show-Me Standards will be provided effective and timely additional assistance.
10. Coordination and integration of federal, state, and local services and programs including violence prevention, nutritional and housing programs; Head Start; adult, vocational and technical education; and job training.

## Title I, Part C—Migrant Education Program

Retains, without major changes, the current program to provide financial assistance to state educational agencies to establish and improve programs of education for children of migratory farmworkers and fishers. Under Title I, Part A, the law will continue to require that State assessment systems enable disaggregation of results for migrant students.

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## Title I, Part D—Programs for Neglected or Delinquent Youth

The focus of the Title I, Part D, Subpart 2 program has narrowed to deal primarily with the educational and other needs of students being released from facilities for the delinquent that are located within the district's boundaries. Although dropout prevention is still an allowable activity, the focus must be on meeting the transitional and academic needs of the students returning from correctional facilities.

## Title II, Part A

The Class-Size Reduction Program and the Eisenhower Professional Development Program have been combined to form a new program under Title II, Part A of P.L. 107-110.

The new program offers flexibility with no restriction to focus on mathematics and/or science. Instead, a district may choose to conduct one or more of the following activities:

- recruiting, hiring, and retaining highly qualified teachers, including scholarships, signing bonuses, or other incentives, such as differential pay in areas where a shortage exists;
- professional development (including math and/or science as well as other subject areas);
- improving the quality of the teacher workforce;
- reducing class size. (NOTE: The expenditure of class size funds is no longer restricted to grades K-3).

Funds under this title are **supplemental**. Therefore, state and local mandated professional development may **not** be paid with Title II, Part A funds. Title II, Part A must supplement, not supplant, non-federal funds that would otherwise be used for Title II, Part A activities.

### Needs Assessment

School districts are required to conduct a local needs assessment with teachers and staff for professional development and hiring in order to give

teachers the means and to give principals the instructional leadership skills so that students will meet the Show-Me Standards.

### Accountability

If the district does not make adequate yearly progress for three consecutive years, the State will enter into an agreement with the district on use of Title II.A. funds.

### Private School Participation

Title II.A funds may provide only professional development to teachers, other staff, and parents.

## Title II, Part D

This formula grant program is designed to support the integration of educational technology into classrooms to improve teaching and learning.

### Providing Professional Development

Title II.D requires each district receiving funds to use at least 25 percent of its allocation for high-quality professional development activities to prepare teachers to integrate technology into instruction.

### Emphasis on Proven Strategies

Requires applicants to describe how they will identify and promote strategies, based on relevant research, that integrate technology into curricula and instruction. Districts will report this required information on the state-funded Technology Acquisition Grant application.

### Administration

Districts may use up to eight percent of its budgeted amount, except for portions budgeted for capital outlay items, for administration.

## Title III—Instruction for Limited English Proficient and Immigrant Students

This program consolidates the 13 current bilingual and immigrant education programs into a formula

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program and significantly increases flexibility and accountability. The program maintains the focus on assisting school districts in teaching English to limited English proficient students and in helping these students meet the same challenging State standards required of all other students.

### **Accountability**

The state will establish annual achievement objectives for limited English proficient students that are aligned with Title I achievement standards and are related to gains in English proficiency to meet the Show-Me Standards.

### **Allocations**

The state will allocate funds to school districts based on their share of the limited English proficient student population except that states can reserve up to 15 percent for school districts that have experienced significant increases in the percentage or number of immigrant students, or that have limited or no experience in serving immigrant students.

## **Title IV, Part A—Safe and Drug-Free Schools and Communities**

Major changes include the following:

- districts will be restricted to using not more than two percent of their entitlement for administrative costs;
- a district may use up to 40 percent of its Title IV entitlement for the hiring and training of new security personnel. The district is further restricted to spending not more than half of this 40 percent for security devices;
- Title IV, Part A funds must supplement, not supplant, funds available from non-federal sources that would otherwise be used for Title IV, Part A activities.

### **Distribution of Funds to School Districts**

SDFSC funds are allocated to a school district based on their preceding year's Title I allocation and the district's enrollment including private schools within the district.

### **Wrong and Harmful Message**

The district must assure that the drug and violence prevention programs funded by Title IV convey a clear message that acts of violence and the illegal use of drugs are wrong and harmful.

### **Local Plan for Safe and Drug-Free Schools**

Requires districts receiving SDFSC funds to have a plan for keeping schools safe and drug-free that includes appropriate and effective discipline policies, security procedures, prevention activities, a student code of conduct, and a crisis management plan for responding to violent or traumatic incidents on school grounds.

### **Accountability**

Requires local prevention programs to meet **principles of effectiveness**. To be funded, activities must be:

1. based on an assessment of objective data about the drug and violence problems in the schools and communities to be served;
2. based on performance measures aimed at ensuring that these schools and communities have a safe, orderly, and drug-free learning environment;
3. grounded in scientifically based research that provides evidence the program to be used will reduce violence and illegal drug use;
4. based on an analysis of the prevalence of risk factors, protective factors, or other variables in schools and communities as identified through scientifically based research;
5. based on meaningful, ongoing consultation with, and input from, parents; and
6. evaluated periodically against locally selected performance measures, and modified over time (based on the evaluation) to refine, improve, and strengthen the program.

## **Title V, Part A (formerly Title VI ) — Innovative Programs**

Funds available to districts under the Title V, Part A program will continue to be used for one or

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more innovative assistance programs as defined by P.L. 107-110 (IASA Title VI); however, the number of innovative programs has been greatly expanded, thereby providing districts with additional flexibility.

#### **Local Uses of Funds**

New allowable activities include, among other things:

- professional development and class-size reduction activities
- community service programs
- consumer, economic, and personal finance education
- public school choice
- programs to hire and support school nurses
- school-based mental health services
- alternative education programs
- pre-kindergarten programs
- academic intervention programs
- programs for CPR training in schools
- smaller learning communities programs
- activities to advance student achievement
- programs and activities that use best practice models
- same-gender schools and classrooms
- service-learning activities
- school safety programs
- programs that use research-based cognitive and perceptual development approaches and rely on a “diagnostic-prescriptive model” to improve student learning
- Title I supplemental educational services
- magnet schools
- dropout prevention
- gifted and talented education
- parental and community involvement.

#### **Accountability**

Adds a requirement that local applications include assurances that programs, services, and activities will be evaluated annually.

## **Title VI, Part A, Subpart 2—Funding Transferability**

This program provides districts with additional flexibility by allowing the transfer of funds that have been allocated by formula under Title II.A, Title II.D, Title IV, and Title V.

Districts that **have NOT been identified** for Title I school improvement may transfer up to 50 percent of the funds allocated under each of these programs to its allocation under any other of these programs or to Title I, Part A. Districts identified for improvement may transfer up to 30 percent of these funds if the transferred funds are used only for district improvement activities.

Districts identified for corrective action are prohibited from transferring funds under this authority. The process for accomplishing the transfer of funds under this Act will be detailed in the Instructions for the Application for Federal Funding.

## **Title VI, Part B—Rural Education Initiative**

The purpose of this part is to address the unique needs of rural districts that frequently (1) lack the personnel and resources needed to compete effectively for federal competitive grants, and (2) receive formula grant allocations in amounts too small to be effective in meeting their intended purposes. It has two subparts that qualify schools for additional funding and greater flexibility.

### **Subpart 1 — Small, Rural School Achievement Program**

This program continues the Rural Education Achievement Program (REAP) flexibility that was implemented in the 2001-2002 school year. Under this subpart, a district is able to combine up to 100 percent of funds under Title II.A, Title II.D, Title IV and Title V to carry out local activities intended to improve the academic achievement and the quality of instruction provided for students.

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Specifically, a district is eligible under this subpart if:

- The total number of students in average daily attendance at all of the schools served by the district is less than 600, or each county in which a school is operated by the district is located has a total population density of fewer than 10 persons per square mile; and
- All of the schools served by the district are designated with a School Locale Code of 7, or 8, as determined by the U. S. Office of Education.

Money under this provision would be awarded to eligible districts based on the number of students in average daily attendance less the amount they received from formula grant programs. Minimum grants for districts would not be less than \$20,000. The maximum a district could receive would be \$60,000.

Districts participating in this initiative must meet accountability standards explained in Title VI, Part A.

### **Subpart 2 — Rural and Low-Income School Program**

If a district did not qualify for funding under subpart 1, it would be eligible for funding under subpart 2 if the district serves:

- a school-age population, 20 percent or more

of whom are from families with incomes below the poverty line; and

- all of the schools served by the district are designated with a School Locale Code of 6, 7, or 8, as determined by the U.S. Office of Education.

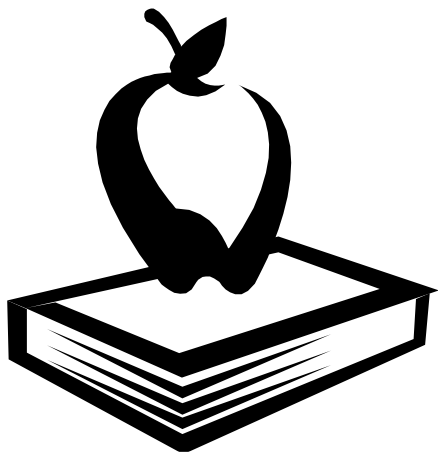
### **Uses of Funds**

Districts may use program funds for: (1) teacher recruitment and retention, (2) professional development, (3) educational technology, (4) parental involvement activities, (5) activities authorized under Safe and Drug-Free Schools, (6) activities authorized under Part A of Title I, and (7) activities authorized under Title III.

### **Accountability**

Requires a participating district to administer an assessment that is consistent with the Title I requirements.

Requires States to: (1) determine, after the third year that a district participates, whether the district meets the state's definition of adequate yearly progress; (2) permit districts that meet the definition of adequate yearly progress to continue to participate; and (3) permit a district that did not meet the definition of adequate yearly progress to continue to participate only if it agrees to use its consolidated funds for school improvement activities.



## Definitions

**HIGHLY QUALIFIED**—The term “highly qualified”—

(A) when used with respect to any public elementary school or secondary school teacher teaching in a state means that—

(i) the teacher has obtained full state certification as a teacher.

(B) when used with respect to—

(i) an elementary school teacher who is new to the profession, means that the teacher—

- holds at least a bachelor’s degree; and
- has demonstrated subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum

(ii) a middle or secondary school teacher who is new to the profession, means that the teacher holds at least a bachelor’s degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches.

(C) when used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, means that the teacher holds at least a bachelor’s degree, is fully state certified, and demonstrates competence in all the academic subjects in which the teacher teaches.

**SCIENTIFICALLY BASED RESEARCH**—Involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and includes research that:

- employs systematic, empirical methods that draw on observation or experiment;
- involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.